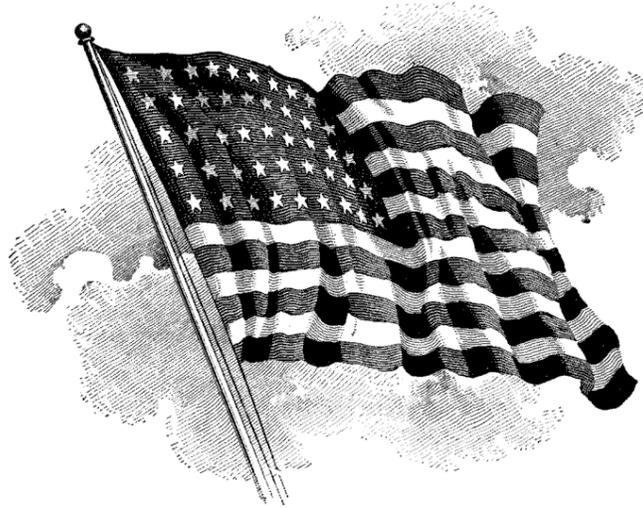


AP US History

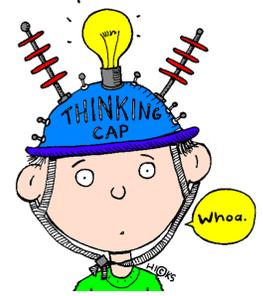
Unit 2 Skills Workbook



Name: _____

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1 -- Reviewing What You Learned



1. Name two good websites to use for content review.
2. It is okay to guess on the multiple-choice questions. True or False
3. On multiple-choice questions, you should look for the only right answer. True or False
4. It is advisable to write on your multiple-choice test. True or False
5. When should you use the True/False strategy on a multiple-choice question?
6. What should you do if you see “18th century” in a question?
7. “Assess the validity” is a fancy way of saying compare/contrast. True or False
8. “To what extent” wants you to judge how much something was important. True or False
9. Like the World History test, there are 3 specific types of essay formats in US. True or False
10. How many sentences of background information should be included in your introductory paragraph?
11. Where in the introduction should you partially restate the prompt?
12. Where should the thesis appear in your introductory paragraph?
13. Which words **MUST** reappear throughout the essay?
14. The thesis is a retelling of the facts you know on the prompt. True or False
15. How many main points traditionally make up a strong thesis?

What is wrong with each of these thesis statements?

16. “I believe that Jane Addams was the most important reformer because...”
17. “The Great Depression was a serious problem for social, political and economic reasons.”
18. “The Cold War began after World War II between the U.S and the Soviet Union.”
19. “Abraham Lincoln should be honored because he passed many laws, helped people, and made things stronger.”
20. “It is valid that the Puritans were the most successful group in colonial America.”

2 -- The Free-Response Essay Format

Now that we have worked on the layout of the introductory paragraph, let's examine how to organize an entire Free-Response essay. Your essay should typically fit into this simple layout, though there may be variations in the number of main ideas or supporting details you provide for your thesis. Be sure that everything included in your essay helps prove your thesis – remember that in this instance, “AP” stands for “address prompt”!



<p>Introductory Paragraph</p>	<ul style="list-style-type: none"> • 2 Sentences of Background Information • Thesis Statement in the form: Restate prompt plus three main ideas to prove your point without too many details.
<p>Body Paragraph 1</p>	<ul style="list-style-type: none"> • Restate and thoroughly explain your first main idea from the thesis. <ol style="list-style-type: none"> 1. Specific Evidence + Analysis that links it back to the point you were making in your main point (“this demonstrates that” or equivalent idea) 2. Specific Evidence + Analysis 3. Specific Evidence + Analysis • Summarize your first main point.
<p>Body Paragraph 2</p>	<ul style="list-style-type: none"> • Restate and thoroughly explain your second main idea from the thesis. <ol style="list-style-type: none"> 1. Specific Evidence + Analysis that links it back to the point you were making in your main point (“this demonstrates that” or equivalent idea) 2. Specific Evidence + Analysis 3. Specific Evidence + Analysis • Summarize your second main point.
<p>Body Paragraph 3</p>	<ul style="list-style-type: none"> • Restate and thoroughly explain your third main idea from the thesis. <ol style="list-style-type: none"> 1. Specific Evidence + Analysis that links it back to the point you were making in your main point (“this demonstrates that” or equivalent idea) 2. Specific Evidence + Analysis 3. Specific Evidence + Analysis • Summarize your third main point.
<p>Conclusion</p>	<ul style="list-style-type: none"> • Restate your thesis and main points in a fresh and interesting manner. Do not add any new ideas to the conclusion. No conclusion is better than a meaningless effort.

Within your essay, be sure to:

- Put your strongest arguments first.
- Include lots of specific vocabulary.
- Anticipate counter arguments.
- Remain objective; avoid labeling people as “bad guys” or “racists,” for example.

3 -- Analysis: Linking Evidence to Main Ideas



The purpose of historical writing is to use evidence to prove a point about a historical trend or era. After you have your argument clearly stated in the form of a thesis, you must use historical facts to make your points. This is more than just listing facts. You **MUST** explain how the facts relate back to your thesis in the form of historical analysis. Think of analysis as completing the statement “*This demonstrates that...*”

Prompt: The policies of the British monarchy toward its American colonies had both positive and negative effects on American society. Assess the validity of this statement.

Thesis: Although the American colonists enjoyed a greater degree of autonomy than other colonial subjects, British policy **undermined colonial legislatures, reinforced parliamentary control over the colonies, and hindered the growth of the American economy**. This control, particularly in the political and economic spheres, created a negative impact on American society and pushed the colonists to declare independence.

Main Point 1: Following the French and Indian War, the British government sought to undermine the power of colonial legislatures by strengthening the authority of royal governors.

Evidence:
By the late 1700s, each American colony had a governor who was appointed either by the King of England or the English proprietor of the colony. These governors had the power to execute or veto local laws.

Analysis!

(This demonstrates that) While American colonists were able to look to a clear leader to establish policies, the governor could override the general will of the people in favor of a policy that would earn him the respect of the King and possible political promotion.

Evidence:
Royal governors and other appointed officials received their pay directly from the King, but the funds were generated through the unpopular taxation of the colonists.

Analysis!

(This demonstrates that) The colonists would have little direct control over royal governors since they could not suspend payment to corrupt officials. On the contrary, the officials would seek to remove power from assemblies that advocated boycotting taxed goods as it would potentially endanger their salaries.

Analysis Practice

Prompt: In what ways did the French and Indian War (1754-1763) alter the political, economic and ideological relations between Britain and its American colonies?

Thesis: The French and Indian War forced the British (*politically*) to abandon salutary neglect and increase their enforcement of laws in the colonies, (*economically to*) raise taxes and fines to pay for British troops and war debts, and (*ideologically to*) increase their scorn for the colonists who they believed contributed to the lengthy war by inciting the Natives and trading with the French, thus restricting the Americans and driving them toward war.

Main Point 1: Fearing that continued disdain for British authority would result in further casualties and greater cost, the British government abandoned its policy of salutary neglect and took greater political control over the American colonies encouraging the Americans to seek independence.

Evidence:

Immediately following the end of the French and Indian War, Ottawa chieftain, Pontiac, led an uprising in the Ohio Valley that killed over 2,000 colonists. The British, fearing that such repeated attacks would lead once again to war and the necessity of stationing additional troops in the colonies, issued the Proclamation of 1763 forbidding colonial settlement west of the Appalachian Mountains.

(This demonstrates that)

Analysis!

Evidence:

Under the Sugar Act of 1764, the British lowered the duties on molasses, but drastically increased the penalties for smuggling with French colonies in the Caribbean.

(This demonstrates that)

Analysis!

4 – Dealing with Documents



One of the critical skills necessary for success in AP US History, and ultimately on the exam, is the ability to read and understand primary source documents. When you see a document, you should analyze it in a consistent and systematic manner. Ask yourself the following questions:

- **Who wrote it?**
Consider what, if anything, you know about this person or group.
- **When was it written (time and setting)?**
Think about the importance of the date in relation to other historic events that may pertain.
- **What does the document say?**
Summarize the two or three main points.
- **Why was it written?**
Consider its purpose and to whom it was addressed.

Now make **inferences** (educated guesses) about the material by establishing connections between what is stated and what is left unstated in a source. To formulate an inference, you must go beyond the information given and suggest ideas about an author's possible motives and values. These hypotheses are grounded in the text but are not explicitly stated there.

Next, you need to take the document information and inferences and combine them with your historical knowledge to **analyze**. This is a VERY important skill on the AP exam because it allows you to use documents in a sophisticated and complex manner. Never simply retell what a document says – the reader can read the document for him/herself – instead consider a “this demonstrates that...” statement tied to an inference to prove some element of your thesis.

Finally, cite the document appropriately in your essay to make it clear to the reader which source you were connecting to your outside information. Documents should be dealt with in the following manner:

- Cite documents used in your essay with a simple parenthetical notation after the sentence. For example – (A). You should not waste your time writing (document A) or (doc. A).
- Avoid using the expression “according to document A...”. You do not want to seem so overt in your discussion of the documents. Instead try “According to leading Patriots in Congress...” or “John Hancock, the President of the Continental Congress, believed...”
- While using a very short expression quoted from a document is acceptable, you should never waste your time with long quotes – the reader is well acquainted with the documents!
- Try not to use the documents in order, it will appear to the reader that you just went down the list and wrote you essay accordingly rather than formulating your own ideas and using the documents to support them. Remember, YOU are writing the essay, not the documents!

Example

Prompt: In what ways did the French and Indian War (1754-1763) alter the political, economic and ideological relations between Britain and its American colonies?

Document F

Source: British Order in Council, 1763.

We, the Commissioners of your Majesty's Treasury beg leave humbly to represent to your Majesty that having taken into consideration the present state of the duties of customs imposed on your Majesty's subjects in America and the West Indies, we find that the revenue arising therefrom is very small and inconsiderable, . . . and is not yet sufficient to defray a fourth part of the expense necessary for collecting it. We observe with concern that through neglect, connivance, and fraud, not only is revenue impaired, but the commerce of the colonies diverted from its natural course. . . [This revenue] is more indispensable when the military establishment necessary for maintaining these colonies requires a large revenue to support it, and when their vast increase in territory and population makes the proper regulation of their trade of immediate necessity.

Who wrote it?

Commissioners of the King of England's treasury. An "order in council" is typically suggesting some sort of legislation.

When was it written (time and setting)?

1763 – the final year of the French and Indian War

What does the document say?

Taxes on the British colonies in America are not generating enough revenue to pay even 25% of the collection costs. Much of the tax revenue is being lost because of inefficient collection and illegal activities on the part of the colonists. The money is even more necessary now because of military expenses and the increase in territory and colonial population.

Why was it written?

To inform the King of the inequalities in tax revenue and expenditures.

Inferences:

- The British assume the colonists are smuggling. They don't have a great deal of respect for them even though they helped out with the war effort.
- The war has put a greater strain on the expenses of the British army.
- They are suggesting the King abandon salutary neglect and increase colonial taxes.
- The additional land won from the French in the war is causing a burden on the military, possibly because of Indian threats in the region.

Analysis Statement:

(Start with a fact related to the document)

The additional land gained from the French and Indian War and the costs of protecting the colonists put a financial strain on the British treasury and highlighted the inequality between expenses and tax revenues. *(This demonstrates that)* The British found it necessary to abandon salutary neglect by increasing taxes, providing for military punishment of accused smugglers, and passing the Proclamation of 1763 to limit colonial movement west of the Appalachian Mountains where they could further incite the Native Americans thus increasing defense expenses (F).

Practice: Examine the documents on Chesapeake and New England settlement and complete the following questions for at least one document.

Document: _____

Who wrote it?

When was it written (time and setting)?

What does the document say?

Why was it written?

Inferences:

Analysis Statement:

State a fact related to the document

(This demonstrates that)